



**Momence Early Childhood Center
Handbook
2022-2023**

MOMENCE EARLY CHILDHOOD MISSION STATEMENT

Our purpose is to create pathways to intellectual, social and emotional success for all individuals we serve by fostering positive relationships and adding value to the greater community.

MOMENCE EARLY CHILDHOOD CENTER PHILOSOPHY

- Children should experience a safe, comfortable, and supportive learning environment where they are free to explore.
- Children learn best through active interactions with others and through a variety of natural and appropriate experiences.
- Programming must foster academic potential, self-confidence, creativity, independence, social responsibility, and problem solving skills.
- Expose children to pre-reading, pre-math, science, and art, music and movement activities
- Provide physical activities to facilitate gross and fine motor development

INCLUSION

According to the National Association for the Education of Young Children (NAEYS), children in inclusive/blended classrooms demonstrate:

- Increased acceptance and appreciation of diversity
- Develop an increase in communicational language skills
- Show greater development in moral and ethical principles
- Create warm and caring friendships
- Demonstrate increased self-esteem

Inclusion promotes positive social outcomes for children with disabilities. In addition, children with disabilities show increased competence in an inclusive setting.

References:

- Cavallaro, C.C. & Ballard-Rosa, M. (1998). A preliminary study of inclusive special education services for infants, toddlers, and pre-school-age children in California. *Topics in Early Childhood Special Education*, 18(3), pp. 169-183
- Kontos, S. & Moore, D. (1998). The Ecology of Inclusion. *Topics in Early Childhood Education*, 18(1), pp. 38-49
- Turner, D. (1996). *The Benefits of an Inclusive Setting: Making it Work*. Washington, DC: National Association for the Education of Young Children.

CURRICULUM

Our curriculum guides classwork on the developmental skills of young children in the areas of language, motor, self-help, social interaction and school readiness. In addition, for students who have special needs, an Individualized Education Plan (IEP) is addressed by the Pre-Kindergarten/Special Education team through a variety of classroom activities and teaching methods to ensure appropriate growth and skill attainment.

Circle Time: weather, calendar, daily news

Free Exploration: children interact and explore areas of their choice

Small Group: scheduled theme based project

Large Group: fingerplays, stories, songs

Snack: nutrition, independent skills, language development

Reading: large group, child or teacher selected

Social Interaction Group character building, social interactions, turn-taking, sharing, age appropriate social skills

Speech Group oral language skills

Gross Motor/Recess: large motor skills, organized if indoor

**Recess will be outside as long as weather permits. PLEASE make sure your child is dressed in weather appropriate clothes. Children will go out when the temperature is between 25 and 90 degrees taking in account wind chill and heat index.*

Entrance Requirements - NEW STUDENTS

Prior to Attendance

Prior to Screening

- Completed application
- Child's original birth certificate from county
- Proof of Income
- Proof of residency form (must be notarized) with supporting documents

Prior to Attendance

- Home Language Survey
- Free/Reduced form
- Snack permission form
- Current physical exam
- Current immunizations
 - 4 DTP/DTAP
 - 3 Polio
 - 1 MMR
 - at least 1 Hib
 - 3 Hep B
 - 1 Invasive Pneumococcal Disease
 - Varicella
 - TB recommended but not required
 - Lead with in last year

Health forms and immunizations must be completed within 30 days of a child's enrollment.

All children who attend a state-funded Illinois PFA program must live in Illinois and be eligible to attend Illinois public schools. A child who lives in a bordering state is not eligible to attend an Illinois PFA program even if their parent travels into the state daily for work.

Visitors

All visitors, including parents and siblings, are required to enter through the Early Childhood entrance located at Door #5S, southeast side of the Junior High School building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

Arrival/Dismissal Procedures

For the students' safety, when classes are dismissed for the day, students are to leave the building and grounds immediately, unless reporting to a supervised activity.

Students and their parents/guardians are responsible for student's behavior after the school day when the student leaves the school property.

- Arrival/Dismissal times are as follows:
- Walkers, car riders – 7:35 - 10:15 (A.M. session), 12:05 - 2:45 (P.M. session)
- Bus riders – 7:35 - 10:15 (A.M. session), 12:05- 2:50 (P.M. session) **An adult must accompany the child at the bus stop.**
- Walkers will enter and/or exit the North door (main entrance) of the Junior High School. There will be a crossing guard at the corner of Cherry and Second Street.
- Car Riders are to drop-off or pick-up at the Southeast doors (Door #5S) of the school. Parents please form one line in the parking lot along the east side of the building.
- All vehicles must enter the parking lot on 2nd Street and exit the parking lot behind the football field.

This procedure is to ensure the safety of all child(ren).

Security Policy

As part of our ongoing efforts to provide the best security for your child, the entrance doors at Momenca Early Childhood Center will be locked between the hours of 8:00 a.m. and 3:00 p.m.. Visitors will need to ring the bell near the door, identify themselves, and state why they want to enter the building. In addition the following policies will be in effect:

1. No visitors are to go past the lobby area without a visitor badge.
2. If you need to pick up your child at school you must report directly to the office. We will then have your child meet you in the office.
3. All parents entering the building should use the entrance in the southeast parking lot of the Junior High School. (Door #5S).

4. If your child is going home a different way than usual, you will need to **send a note to school with specific instructions**. If you are calling the office with changes **you MUST call before 9:30 a.m. (for A.M. Session) and/or 1:15 p.m. (for P.M. session)**. Example: When your child is to ride a different bus or will be a car rider when he/she normally rides a bus.

ATTENDANCE

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, and are between the ages of 12 and 14 while in confirmation classes.

In order for students to maximize their academic achievement, it is important for students to attend school on a regular basis. Students may not miss more than 4 days of school per semester. Students will be counted as UNEXCUSED from school for all subsequent absences, regardless of the reason, except for confirmed MEDICAL excuses.

Students should NOT arrive at school earlier than 7:35 a.m. (A.M. session) and 12:05 p.m. (P.M. session) or remain in the school no later than 10:15 a.m. (A.M. session) and 2:50 p.m. (P.M. session). Supervision **WILL NOT** be provided for students during these times. These procedures are designed for the safety and well-being of your children.

Students are expected to be at school by the designated start time, 7:45 a.m. (A.M. session) and 12:15 p.m. (P.M. session). Frequent tardiness may be cause for review and discussion with the parent/guardian of students who are tardy and consequences.

ABSENCES

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, attending a military honors funeral to sound TAPS, or other reasons as approved by the building administrator. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building administrator.

A doctor's note will be required if a student is absent for three or more consecutive school days due to illness, a signed doctor's note/form outlining the illness and approving the student's return to school must be presented to the attendance office before the student will be readmitted to class.

The school may require documentation explaining the reason for the student's absence. In the event of any absence, the student's parent or guardian is required to call the school at 815-472-4045 before 7:35 a.m. for the AM session and 12:05 p.m. for the PM session to explain the reason for the absence. If a call has not been made to the school by 9:30 a.m. for AM session and 1:15 p.m. for PM session on the day of a student's absence, the school will make reasonable efforts to call the

home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

Tardiness

Students are expected to be on time to school and class each and every day. When children come late to school or leave early, they are losing valuable educational time. Therefore to ensure our students' safety, it is important that we can account for their attendance all day.

Students who sign in with the office after 7:45 a.m. (A.M. session) and 12:20 p.m. (P.M. session) will be considered tardy and are required to stop in the office with their parent and sign in before they go to class.

In order to receive a full day of attendance, students must be at school for 135 minutes of instructional time. Students who are present for at least 75 minutes will be credited with one-half day of attendance.

BITING POLICY

In addition to our normal discipline plan, we have a biting policy established in our classroom to protect all our students from blood-borne illnesses.

Biting is a natural developmental stage that many children go through. The stage is usually a temporary condition that is most common between thirteen and twenty-four month of age. The safety of the children is our primary concern. The biting policy addresses the actions the staff will take if a biting incident occurs.

Children bite others for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the teacher or his peers. Some children communicate through this behavior. Our goal is to

help identify what is causing the biting and resolve these issues. If the issue cannot be resolved, this policy serves to protect the children that are bitten. If a biting incident occurs, both parents will be contacted. Names of the children are not shared with either parent. The staff members will encourage the children to "use their words" if they become angry or frustrated. The staff will maintain a close and constant supervision of the children at all times. The staff's job is to keep the children safe and help a child that bites learn different, more appropriate behavior.

When Biting Does Occur:

For the child that was bitten:

- First aid is given to the bite. It is cleaned with soap and water. If the skin is broken, the bite is covered with a bandage.
- Parents are notified.
- The "District Accident" form is filled out documenting the incident.

For the child that bit:

- The teacher will firmly tell the child "NO! DO NOT BITE!"
- The child will be placed in time out for no longer than the child's age (i.e. three years old, three minutes).
- The parents are notified.
- A form is added to the student's file documenting the incident.

When Biting Continues:

- Classroom staff will meet with the Director of Student Services on a routine basis for support and strategy planning.
- Chart every occurrence, and indicate location, time, participants, behaviors, staff present, and circumstances.
- Teach non-biting responses to situations and reinforce appropriate behavior.
- Work together as partners with the parents of both biting children and frequent victims to keep all informed and develop a joint strategy for change.
- Hold a conference with the parents of the biting child to develop a written plan of action.
- Schedule follow-up meetings or telephone conversations as needed.
- Consider early transition of a child in a biting behavior pattern for a change in environment, if developmentally appropriate.
- If an occurrence happens more than two times in one day the parent/guardian will be called to pick up the biting child. The child may return the following class day

Momence Early Childhood Expulsion and Suspension Policy

High quality early learning programs are important to preventing suspensions and expulsions in the early learning settings. Early Childhood education programs are responsible for creating positive learning environments that focus on preventing expulsions and suspensions, encouraging partnerships between programs and families to support healthy development, and ensuring fairness, equity and continuous improvement to support children's social, emotional and behavioral health.

It is recommended that early childhood programs focus on fostering social emotional development and responding to challenging behaviors by incorporating positive discipline practices and policies before ever considering expulsion or suspension from early childhood programs.

Guidance for prevention of expulsion and suspension:

In effort to prevent expulsion and suspension of children, this agency shall adopt the following, in policy and practice and in a consistent and non-discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age appropriate expectations, small group activities, teachable moments and knowledge of research based evidence and best practices in child development, early learning and education.- Invest in professional development, training and education to ensure educators have competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with students.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear and consistent. Provide family engagement opportunities.
- Ensure fairness and equity.

Other Options Prior to Expulsion:

Prior to the expulsion of any child from this program, the staff and director will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Develop a behavior support plan with the staff, school social worker, and parent.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.
- Initiate a special education referral if applicable.

Transition Procedures:

If an expulsion must occur, the agency will assist the child and family in transitioning to another program by identifying and engaging mental/behavioral health consultants and community resources to assist in determining the most appropriate placement for the child.

Resources:

Mental Health

- Helen Wheeler Center (815) 939-3543 or SASS/Crisis Response (815) 939-3991
- Riverside Central Intake Department (844) 442-2551
- Riverside Psychiatric Specialists (815) 937-1237
- Amita Health - St. Mary's Behavioral Health (815) 937-8204
- Thresholds (815) 935-8886
- Cornerstone - Behavioral Health Services (815) 727-6667
- Kankakee Meadowview Center - Iroquois Mental Health (815) 432-5241

Counseling and Health Services

- Azzarelli Clinic (815) 928-6093
- Aunt Martha's (877) 692-8686
- Kankakee County Center Against Sexual Assault (KC-CASA) (815) 932-7273
- Harbor House (815) 932-5814
- Kankakee County Health Department (815) 802-9400
- Women's Health Walk-In Clinic (Friday Only) - Riverside Medical Center (815) 935-4651

Additional Resources:

- Center For Parent Information and Resources (www.parentcenterhub.org)
- IDEA-Individuals with Disabilities Education Act (<https://sites.ed.gov/idea>)
- Centers For Disease Control and Prevention – Parent Information (www.cdc.gov/parents)
- The Pyramid Model Consortium- Supporting Early Childhood PBIS (www.pyramidmodel.org)
- NCPMI – National Center for Pyramid Model INNOVATIONS (www.challengingbehavior.org)
- Department of Mental Health and Substance Abuse – Support For Families (<https://www.tn.gov/behavioral-health/support-for-families.html>)
- Parent Tool Kit (www.parenttoolkit.com)

Communication:

The agency’s expulsion and suspension policy will be clearly communicated to all staff and parents of enrolled children.

Employees - The Expulsion and Suspension Policy will be incorporated into employee/staff handbook and training practices. The agency Director will explain suspension and expulsion policies to all current staff and any new staff in the Early Childhood program. All existing staff and any new staff in the Early Childhood program are required to be knowledgeable of the policy and will sign a statement acknowledging they have received and read the agency’s Expulsion and Suspension Policy.

Parents/Guardians – The Expulsion and Suspension Policy will be incorporated into the parent/student handbook. The teacher shall disseminate and review the policy with parent/guardians of all currently enrolled children during home visits. A copy of the policy will be disseminated and reviewed with newly enrolled children upon enrollment. All parents/guardians will sign a statement acknowledging they have received and read the agency’s Expulsion and Suspension Policy.

Parent Acknowledgment:

I, the parent/guardian of _____
(Child’s Name – Please print)

Acknowledge that the ***Expulsion and Suspension Policy*** was explained to me and I have read and received a copy of the ***Expulsion and Suspension Policy***.

Parent Signature

Date

Momence Early Childhood Expulsion and Suspension Policy

According to Chapter 1240-04-01-.05 (13)(d) aggregate data that includes reasons for expulsions shall be maintained and reported to the Department annually. A data collection sheet is provided. The agency should keep a centralized record of any expulsions.

Expulsion and Suspension Data Collection

Expulsion

Suspension

Reason: _____

Other Alternatives Used Prior to Expulsion or Suspension:

If expulsion occurs, explain procedures taken to assist family to transition to another program:

DEMOGRAPHICS

Child's Name: _____

Age: _____ Gender: _____ Race: _____

Primary Language: _____

Signature of Director: _____ Date: _____

**EARLY CHILDHOOD CENTER
STUDENT HANDBOOK**

2022-2023

801 West Second Street

Momence, IL 60954

815-472-4045 Main Office

815-472-0256 Fax

Dolores Potempa, Director of Student Services

Momence Community Consolidated Unit District #1 subscribes to the principles and laws of the State of Illinois and the Federal Government pertaining to civil rights and equal opportunity including Title IX of the 1972 educational amendments.

Momence School District policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, or handicap in the admission and registration of students, and the recruitment and employment of faculty and staff in the operation of all the district's programs, activities, and services.

Evidence of practices which are inconsistent with this policy should be reported to the office of the Superintendent of School District #1. A learning and working environment that is free from sexual, religious, or racial harassment will be maintained in the Momence Schools. District policy prohibits harassment through conduct or communication of a sexual, religious, or racial nature. Reports of harassment should be reported to the school administration or to the office of School District #1.

The provisions of this publication are not to be regarded as an irrevocable contract. The Board of Education of the Momence School District reserves the right to modify, to revoke, or to add to any and all regulations at any time. Among other things, this includes the promotion requirements and any regulation affecting students whether they are academic or pertain to student life.

Student Name (Print): _____

Parent Name: (Print): _____

Parent Signature: _____

Teacher: _____

EARLY CHILDHOOD PROGRAMS

Momence Early Childhood Center and the parents of the students participating in activities, services, and programs funded by Early Childhood Preschool for All, IDEA Part B Flow-Through, and IDEA Part B Preschool grants.

NOTE: Allocations and payment under this grant are subject to appropriation action by the Illinois General Assembly or, for federal programs, the U.S. Congress. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

PRESCHOOL FOR ALL PARENT EDUCATION AND INVOLVEMENT

Parent volunteer opportunities:

- Classroom activities
- Field Trips
- Preparing classroom materials
- School functions (i.e. reading night, etc.)
- Representation on Parent Advisory Council (please contact Director of Student Services)

Progress reporting to parents:

- Narrative reports
- Parent Conferences
- Home visits

Program provides activities in the following areas:

- **Communication:** Communication between the home and the program is regular, two-way and meaningful.
- **Parent Education:** Parenting skills are promoted and supported.
- **Student Learning:** Parents play an integral role in assisting student learning.
- **Involvement:** Parents are welcome in the program, and their support and involvement are sought.
- **Decision-making and Advocacy:** Parents are full partners in the decisions that affect children and families.

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

Student's Name

Parent/Guardian Name

Parent/Guardian Signature Date

